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ABSTRACT

This annotated bibliography was compiled by searching the ERIC and PSYC-LIT CD-ROM databases. While this is not a comprehensive treatment of intercultural communication, the 18 journal articles and single ERIC document cited offer the reader an opportunity to examine pedagogical and programmatic issues of intercultural communication. Individual items listed in the bibliography address the special needs of foreign students; identify the differences between the Asian-American, Hispanic American, and Afro-American cultures; explore aspects of verbal and nonverbal communication; and outline educational methodologies that target international students. (MAB)

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INTERCULTURAL COMMUNICATION AND THE COLLEGE CAMPUS:

A Select Annotated Bibliography 1985-1990

compiled by

Nancy Seale Osborne

for the

HUMAN DIVERSITY WORKSHOP
SUNY College at Oswego January 19, 1990

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BACKGROUND TO SUNY OSWEGO'S HUMAN DIVERSITY INITIATIVES

SUNY College at Oswego, under the leadership of President Stephen L. Weber, is embarked upon a variety of cultural initiatives to enhance human diversity campus-wide. Its new General Education human diversity component has provided the impetus for a variety of professional development opportunities during the past year.

Women's Studies at SUNY Oswego, under the current leadership of Dr. Karen Halbersleben of the Department of History, has over a decade of experience in offering curriculum and programming which is infused with issues of race, gender, ethnicity, sexual and affectional preference, disability, and age.

During intersession of 1990, SUNY Oswego Women's Studies offered a Curriculum Transformation Workshop. The intersession 1991 Human Diversity Workshop for which this bibliography has been created, is co-sponsored by SUNY Oswego Women's Studies and SUNY Oswego Professional Development Committee. Planners and coordinators of this year's workshop are Dr. Mary Frances Stuck, SUNY Oswego Departments of Sociology/Anthropology and Public Justice and Dr. Mary Catherine Ware, Associate Dean, SUNY Cortland. Chair of this year's SUNY Oswego Professional Development Committee is Dr. Paul Wilbur.

This bibliography has been compiled by searching ERIC and PSYC-Lit CD-ROM databases. It does not pretend to be comprehensive; for example, Women's Studies publications like *The Feminist Teacher* are not indexed in ERIC. Thus, a more comprehensive, inclusive bibliography for the future might include searches in *Women's Studies Abstracts, Sociological Abstracts,* and *Library Literature,* to mention a few other resources. Nevertheless, this bibliography offers the reader an opportunity to examine pedagogical and programmatic issues of intercultural communication. For SUNY Oswego, this examination is the next important step in implementing human diversity curricular initiatives.

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Ball, Mary Alice and Molly Mahoney. "Foreign Students, Libraries and Culture." *College and Research Libraries,* 48 (March, 1987), 160.
This discussion of the special needs of foreign students in academic libraries focuses on bibliographic instruction and research skills. Strategies are suggested for identifying students who need special instruction, teaching research methods, increasing staff sensitivity, and designing a staff development workshop.

Collinson, Michele. "For Many Freshmen, Orientation Now Includes Efforts to Promote Racial Understanding." *Chronicle of Higher Education,* 35(2) (September 7, 1988), p. A29.
Cultural diversity workshops are being added to orientation sessions on campuses. The University of Michigan's initiative is described: a panel of four students talk about their experiences at the university and students break into small groups for frank discussions.

Dodd, John M., et. al. *Rural Educator,* 10(2) (Winter 1988-89), p. 8-13.
Cultural differences of Hispanic students in family structure are described, as well as other concepts: language, motivation, machismo, touching and time concepts. Suggests teaching strategies for increasing positive educational experiences for Hispanic students through acknowledgement and recognition of their culture.

Fernandez, Mary B. "Issues in Counseling Southeast-Asian Students." *Journal of Multicultural Counseling and Development,* 16(4) (October, 1988), p. 157-166.
A knowledge of the cultual background and early socialization of Asian students will significantly increase the effectiveness of cross-cultural counseling. Cultural differences including time orientation, role of family, value systems, social behavior and student expectations are included.

Fiksdal, Susan. "Verbal and Nonverbal Strategies of Rapport in Cross-Cultural Interviews." *Linguistics and Education,* 1(1) (Spring 1988), pp. 3-17. Verbal and nonverbal strategies of rapport are identified; interviews between international student advisors and their students were videotaped. Rapport-building strategies were identified.

Ford, Robert C. "Cultural Awareness and Cross-Cultural Counseling." *International Journal for the Advancement of Counseling,* 10(1) (1987), pp. 71-78.
Argues for greater understanding of cultual and ethnic values in counseling and illustrates how the categories of traditional, marginal and ethnic pride of individuals can be generalized across cultures. Research is reviewed related to the cultures of Asian-Americans, Mexican-Americans and Afro-Americans.

Garner, Barbara. "Southeast Asian Culture and Classroom Culture." *College Teaching,* 37(4) (Fall 1989), pp. 127-30.
Southeast Asian cultural traits that may effect student behavior and communication in the classroom are reviewed; techniques to meet this population's special needs are discussed.

Greenfield, Louise, et. al. "Educating the World: Training Library Staff to Communicate Effectively with International Students." *Journal of Academic Librarianship,* 12 (September, 1986), pp. 227-231.
Effective communication between library staff and international students is essential to the students' success and to further the mission of the library. This article explores aspects of this effective communication.

Gundykunst, William B. "An Exploratory Comparison of Close Intracultural and Intercultural Friendships." *Communication Quarterly,* 33(4) (Fall, 1985), pp. 270-83.
Two studies suggest that people who make friends in their home culture also tend to make friends in another culture; also they indicate that close intracultural and intercultural relationships have analogous patterns.

KaiKai, Septimus M. "Accommodating Diversity." *College Teaching,* 37(4) (Fall, 1989), pp. 123-25.

United States citizens can make the visit of international students more productive and pleasant; there are benefits to all.

Lambert, Jonathan W. "Accepting Others' Values in the Classroom: An Important Difference." *Clearinghouse,* 62(6) (February, 1989), pp. 273-74.

Encourages educators to accept cultural pluralism and develop classroom environments encouraging participation of all students.

Lockwood, Theodore D. "Begin with the Young. Special Issue: Conflict Management and Conflict Resolution." *American Journal of Social Psychiatry,* 7(3) (Summer 1987), pp. 141-145.

Describes the two-year program of the United World Colleges, which brings together adolescents from around the world to live and study together.

Moorhead. "Ignorance Was Our Excuse." *College and Research Libraries News,* 47 (October 1986), pp. 585-587.

A shift in cultural perspective is necessary in offering bibliographic instruction for international students. ESL faculty and librarians joined together to develop an approach based on trust and on the provision of information that meets the needs of international students.

Mylopoulos, Chryss. "Trends in Multicultural Programming." *Canadian Library Journal,* 42 (February, 1985), pp. 23-25.

Principles and philosophy behind multicultural library programs are outlined; programming themes such as cultural identity, contribution of ethnocultural groups, and interpretation of multiculturalism are included.

Ormondroyd, Joan. "The International Student and Course-Related Library Instruction: The Librarian's Perspective." *Research Strategies: A Journal of Library Instruction*, 7(4) (Fall 1989), pp. 148-158.

Includes a thorough bibliography and a list of "Rules for Effective Communication with International Students." (See Penchansky citation below for another similar list.) This article looks at the librarians' instructional role in international students' academic library research.

Penchansky, Mimi B. ed., et al. *International Students and the Library: An Annotated Selective Bibliography on the Theme of the LACUNY 1988 Institute.* 33 pp. ERIC Document ED 295 679.
Designed to be utilized by librarians to assist international and immigrant students from non-English speaking countries, this bibliography also includes a list of organizations (with addresses and telephone numbers) which are involved in foreign student affairs, and an extremely useful list of do's and don'ts in helping foreign students in the library. This is an enhancement and extension of Joan Ormondroyd's similar list (see Ormondroyd citation above).

Piper, David. "Language Growth in the Multiethnic Classroom." *Language Arts,* 63(1) (January, 1986), pp. 23-34.
Uses cross-cultural classroom exchanges as the focus for examining the modification of language arts curricula to meet students' needs.

Sacco, Steven J. "The Intercultural Communication Course: A Response to the Carter Commission's Call for Increased Citizen Education in International Affairs." *Foreign Language Annuals,* 20(3) (May, 1987), pp. 239-43.
A Michigan Technological University course designed to increase intercultural communication skills of American postsecondary students and its classroom activities are described.

Sarkodie-Mensah, Kwasi. "In the Words of a Foreigner." *Research Strategies: A Journal of Library Instruction,* 4 (Winter, 1986), pp. 30-31.
Insights into difficulties encountered in a United States academic library are offered by international student Kwasi Sarkodie-Mensah.

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